

Design and Technology

End Point Assessments

Subject	Design and Technology
Coverage	Nursery to Year 6
Key aims	This document signifies the key learning children will be assessed against and need to progress.



Design and Technology End Points Overview

The end point assessments are organised by year group and strand. They support curriculum sequencing, teacher planning, assessment and subject leadership review. The design, make and evaluate progression document runs alongside curriculum end point assessments.

Phase	Food	Mechanical and Electrical Systems	Structures
EYFS	Healthy choices, sensory exploration, preparation skills and food origins.	Cause and effect, simple moving toys and exploration of forces.	Building, joining, assembling and exploring stability.
Key Stage 1	Food vocabulary, healthy eating, simple preparation skills and user-focused design.	Wheels and axles, simple mechanisms and technical vocabulary.	Freestanding and frame structures, strength and stability.
Lower Key Stage 2	Preparing healthy dishes, measuring, hygiene and ingredient evaluation.	Pneumatics and purposeful movement within products.	Strengthening, stiffening, frame structures and design specifications.
Upper Key Stage 2	Balanced dishes, seasonality, cooking techniques and evaluation.	Cams, inputs/process/outputs, circuits and functional products.	Box-frame and shell structures, reinforcement, testing and user feedback.

EYFS D&T End Point Assessments

Food | Mechanical and Electrical Systems | Structures

Food <i>Cooking, nutrition, ingredient knowledge and practical food skills</i>	Mechanical & Electrical Systems <i>Mechanisms, movement, electrical systems and functional products</i>	Structures <i>Construction, stability, joining, reinforcement and evaluation</i>
• Sensory Exploration: Pupils use their senses to explore and talk about different food items, such as tasting, smelling, and feeling a variety of vegetables • Preparation Skills: Children develop the small motor skills and coordination required to start eating independently and learn how to use a knife and fork • Healthy Choices: Children learn to make healthy choices about food and drink	• Explore how everyday objects and simple mechanisms work through play and investigation. • Begin to understand that forces and actions can make things move • Develop curiosity by exploring cause and effect in mechanical toys and objects.	• Explore and build a range of structures using different materials and construction resources. • Develop joining and assembly skills using a variety of simple techniques. • Begin to understand how shape, size and materials affect the strength and stability of structures.

Curriculum check: Pupils should be able to explain what they have designed and made, use appropriate technical vocabulary, work safely, select suitable materials or ingredients, and evaluate their product against the intended purpose.

Year 1 D&T End Point Assessments

Food | Mechanical and Electrical Systems | Structures

Food <i>Cooking, nutrition, ingredient knowledge and practical food skills</i> Does all fruit taste the same?	Mechanical & Electrical Systems <i>Mechanisms, movement, electrical systems and functional products</i>	Structures <i>Construction, stability, joining, reinforcement and evaluation</i> Do birds only live-in nests in the trees?
• Understand what it means to eat healthily and where food comes from. • Develop basic food preparation skills using simple tools safely and hygienically. • Taste, select and evaluate ingredients to design and make a simple food product.	—	• Identify freestanding structures and understand what makes them strong and stable. • Design and build a simple freestanding structure to meet a given purpose. • Evaluate the strength of their finished structure.

Curriculum check: Pupils should be able to explain what they have designed and made, use appropriate technical vocabulary, work safely, select suitable materials or ingredients, and evaluate their product against the intended purpose.

Year 2 D&T End Point Assessments

Food | Mechanical and Electrical Systems | Structures

Food <i>Cooking, nutrition, ingredient knowledge and practical food skills</i> What colours can we create by mixing different fruits in our smoothies?	Mechanical & Electrical Systems <i>Mechanisms, movement, electrical systems and functional products</i> How does a vehicle move?	Structures <i>Construction, stability, joining, reinforcement and evaluation</i> How does a vehicle move?
• Apply knowledge of healthy eating when selecting ingredients. • Use a wider range of food preparation skills safely and confidently. • Design, make and evaluate food products for a purpose and intended user.	• Understand how simple mechanisms, such as wheels and axles, create movement. • Design and make a product using simple mechanisms and appropriate materials. • Evaluate how effectively a mechanism works using technical vocabulary.	• Understand how frame structures are designed to provide strength and stability. • Construct and test simple frame structures using appropriate materials and techniques. • Explain how the design of a frame structure affects its effectiveness.

Curriculum check: Pupils should be able to explain what they have designed and made, use appropriate technical vocabulary, work safely, select suitable materials or ingredients, and evaluate their product against the intended purpose.

Year 3 D&T End Point Assessments

Food | Mechanical and Electrical Systems | Structures

Food <i>Cooking, nutrition, ingredient knowledge and practical food skills</i> How can we create a colourful and tasty salsa using fresh ingredients?	Mechanical & Electrical Systems <i>Mechanisms, movement, electrical systems and functional products</i> How can air pressure be used to create movement in toys?	Structures <i>Construction, stability, joining, reinforcement and evaluation</i> How can air pressure be used to create movement in toys?
• Prepare healthy dishes by selecting, measuring and combining appropriate ingredients. • Develop accuracy and confidence using a wider range of kitchen tools safely and hygienically. • Evaluate ingredients and finished products based on taste, texture and suitability.	• Understand that mechanisms use moving parts to create movement and solve problems. • Explore and apply simple pneumatic systems to create movement in a product. • Design, make and evaluate products that meet a user's needs.	• Develop stronger, stiffer and more stable freestanding structures using a range of assembly techniques. • Investigate and compare structures found in the wider world. • Apply knowledge of strength and stability when designing and making structures.

Curriculum check: Pupils should be able to explain what they have designed and made, use appropriate technical vocabulary, work safely, select suitable materials or ingredients, and evaluate their product against the intended purpose.

Year 4 D&T End Point Assessments

Food | Mechanical and Electrical Systems | Structures

Food <i>Cooking, nutrition, ingredient knowledge and practical food skills</i> How can we create a soup that is both delicious and nutritious using seasonal vegetables?	Mechanical & Electrical Systems <i>Mechanisms, movement, electrical systems and functional products</i>	Structures <i>Construction, stability, joining, reinforcement and evaluation</i> How is a Viking Long Boat designed differently to other boats?
• Understand nutrition, food groups and how food is grown, reared and processed. • Apply a range of food preparation and cooking techniques safely and independently. • Select nutritious ingredients to prepare healthy dishes.	—	• Design and construct a strong frame structure that meets a design brief and specification. • Select appropriate materials, joining methods and finishing techniques for a functional product. • Evaluate the effectiveness of the finished structure against the design criteria.

Curriculum check: Pupils should be able to explain what they have designed and made, use appropriate technical vocabulary, work safely, select suitable materials or ingredients, and evaluate their product against the intended purpose.

Year 5 D&T End Point Assessments

Food | Mechanical and Electrical Systems | Structures

Food <i>Cooking, nutrition, ingredient knowledge and practical food skills</i> Do all pizzas taste the same?	Mechanical & Electrical Systems <i>Mechanisms, movement, electrical systems and functional products</i> How do some toys move?	Structures <i>Construction, stability, joining, reinforcement and evaluation</i> How do some toys move?
• Apply knowledge of healthy eating to design and prepare balanced savoury dishes. • Demonstrate accuracy when measuring, preparing and cooking using a range of equipment safely. • Evaluate food products and adapt recipes to improve outcomes.	• Understand how mechanical systems use an input, process and output to produce movement. • Design and make products incorporating cams to create different types of movement. • Evaluate products against a design specification using appropriate technical vocabulary.	• Understand how box-frame structures are used in real life and apply this knowledge to design and construct a reinforced 3D box-frame structure for a specific purpose. • Apply techniques to strengthen and improve the stability of box-frame structures. • Test and evaluate the finished structure against the design specification and user feedback.

Curriculum check: Pupils should be able to explain what they have designed and made, use appropriate technical vocabulary, work safely, select suitable materials or ingredients, and evaluate their product against the intended purpose.

Year 6 D&T End Point Assessments

Food | Mechanical and Electrical Systems | Structures

Food <i>Cooking, nutrition, ingredient knowledge and practical food skills</i> How can we use donated produce in a stir fry to support food waste in the community?	Mechanical & Electrical Systems <i>Mechanisms, movement, electrical systems and functional products</i>	Structures <i>Construction, stability, joining, reinforcement and evaluation</i> Can a frame and shell structure support electrical components?
• Independently prepare and cook healthy balanced meals using a range of cooking techniques. • Demonstrate safe, hygienic and confident use of kitchen equipment, including heat sources. • Make informed ingredient choices by considering nutrition, seasonality, source, taste, texture and appearance.	• Understand and apply electrical systems, including simple series circuits, in functional products. • Design and build products that combine electrical components to meet a design brief. • Evaluate products against a specification and explain how the electrical system functions.	• Understand how shell structures differ from other structures and how they are strengthened and reinforced. • Design and construct strong 3D shell structures using nets, appropriate materials and assembly techniques. • Evaluate the strength, stability and effectiveness of structures using technical vocabulary and design criteria.

Curriculum check: Pupils should be able to explain what they have designed and made, use appropriate technical vocabulary, work safely, select suitable materials or ingredients, and evaluate their product against the intended purpose.